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ARTZ 302A.02: Foundations of Visual Art Education

Jennifer K. Combe

University of Montana, Missoula, jennifer.combe@umontana.edu

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Foundations of Art Education

ARTZ302 with Jennifer Combe

Classroom: FA 102, Office: FA 102C

jennifer.combe@mso.umt.edu

Foundations of Art Education is an art methods course for Early Childhood, Elementary, and Art majors.

Variable times and credits:

Early Childhood and Elementary majors:

9:00 am – 10:20 am, 2 credits

Art majors:

9:00 – 10:50, 3 credits

Mailbox Location: Second floor of Fine Art - COMBE

Office hours: Mondays 12:00 – 2:00

Democracy in Action

who speaks?

WHO LISTENS?

WHY?

bell hooks, *Teaching to Transgress*, 1993

2021 Covid Guidelines

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. We will need to be in communication via email, phone, or Zoom.
- (UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center. Note that many peers, staff, and professors have children under age 12 who are not yet eligible for the vaccine.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- The university discourages drinking liquids and eating food within the classroom. However, hydration is critical, so if you quickly wish to drink and re-mask I support you.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- If the course is being recorded I will notify you prior to recording you.

Art Education in the 21st century is a process and product of historical considerations, philosophies, practices, educational research, and trends in the worlds of art and visual culture.

COURSE DESCRIPTION FROM CATALOGUE

Offered autumn and spring. Prereq., restricted to majors in Elementary Education, Early Childhood Education, and Studio Art with registration in one section restricted to those formally admitted into the Teacher Education Program. This is a general teaching methods course in visual art education. This course is designed to provide students with a fundamental understanding of the roles, values, classroom pedagogy, and current issues in P-12 visual art education; to investigate child development; to offer an introduction to content standards; and to examine a broad array of art education theories and practices. Students are introduced to available curriculum resources and will engage in academic service learning. Elementary Education majors should register for 2 credits, and Art majors should register for 3 credits.

2.000 TO 3.000 Credit hours

2.000 TO 3.000 Lecture hours

ESSENTIAL QUESTIONS

- How does art enhance knowing and doing in a P-12 classroom?
- How do our experiences with art instruction and the history of art education impact our current thinking about teaching art?
- How can we cultivate experiential learning experiences and support process-based art investigations?

COURSE OBJECTIVES

- Utilize curricular theories in developing art education content and instruction.
- Demonstrate knowledge and understanding of visual art and culture as a primary medium for communication, inquiry, perspective, and engagement.
- Develop an understanding of the relationship between socio-culture diversity and student learning.
- Utilize constructivist theory and employ democratic approaches to learning and teaching.
- Utilize research and data collection as a way through which to employ self-reflexivity in pedagogical contexts.
- Implement instructional and behavioral management strategies to promote a positive and cooperative learning environment.
- Design a healthy and safe studio learning environment.

COURSE OUTLINE

The course outline is posted on Moodle. Refer to it for activities, due dates, readings, locations, etc. Be forewarned that a course outline is a document in process; it evolves responding to students' needs and to the scheduling needs of participating PK-12 schools and The Missoula Art Museum.

GRADING

Coursework is “all-or-nothing.” All coursework and effort will be evaluated for quality through written or verbal reflection. Final grades are determined on a percentage basis from the all-or-nothing gradebook page in Moodle. Our accreditor, NASAD, uses the following formula to calculate hours of study to credit: 1 credit = three hours of study per week. A two-credit class = six hours a week of study per week, three-credit course = nine hours of study per week.

SEMINAR

Candidates are to be prepared for seminar. This looks like having notes and questions from the readings AND the textbook/digital file on a laptop, or a printed-out copy of the reading/readings.

REQUIRED MATERIALS + TEXTS

Required for everyone:

- Thumb drive for class presentations
- Wood, Chip. (2018) Yardsticks: Child and adolescent development ages 4-14. Center for Responsive Schools. ISBN: 9781892989895/1892989891 Ensure that you have the 4th edition, which was published in 2018
- Art Majors: Membership to the National Art Education Association. (Sign up online.) The student rate is \$35.00.

Required for art majors: Note that you need all texts listed for both semesters: ARTZ 302 and & ARTZ 403.

Stewart, Marilyn & Walker, Sidney. (2005) Rethinking curriculum in art. Worcester, Mass: Davis Publications.

Smith, Nancy. (1999) Observation drawing with children: a framework for teachers. New York: Teachers College Press.

STUDENT CONDUCT CODE/CLASSROOM CONDUCT

- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.
- Students may not use headphones or ear buds during class time. This is to build community between one another and to learn from conversations occurring around

you as you work. I also encourage you to walk around the room to look at other students' works to learn and grow.

- Students should wear clothing to class that they feel comfortable staining. (Feel free to wear an apron in class.)
- Cell phones should be put away while class is in session. They may be occasionally used for educational purposes only, such as photographing work (if no model is in the room), looking up information, or adding a due date to your calendar, etc. If students need to access phones for an academic purpose, a verbal announcement stating the purpose of use must be stated to the entire class. Texting and calling may take place before and after scheduled class times.

ATTENDANCE

Students are expected to arrive on time and be in class. All absences, regardless of cause (sleeping in/travel/medical emergency/family emergency), follow the following guidelines:

- | | |
|---|-------------------------|
| - Two absences/late arrivals/leaving early: | No grade change |
| - Three to four absences/late arrivals/leaving early: | One full grade drop |
| - Five to six absences/late arrivals/leaving early: | Two full grades dropped |
| - More than six absences/late arrivals/leaving early: | Retake course |

FINAL EXAM / MEETING

Our final meeting is scheduled for Wednesday, December 11 from 10:10 – 12:10.

DUE DATES

Work is to be typed and submitted in paper format (not e-mailed) unless otherwise noted. Late work is not accepted. If you predict an absence, submit assignments early.

This policy comes with a caveat: students may revise assignments post-deadlines to improve their grades. This must take place within one week after the deadline. Both dates need to be included on the assignment.

LEGIBILITY AND LABELING

Label all class assignments with your name. Label artwork on the back. Written materials should be presented in a legible and professional format. Papers must be typed.

Begin a computer file and labeling system that will allow you to find curriculum and lesson plans you develop. I recommend that you develop the habit of revising lesson plans after class/critique/teaching so that they are ready for use in future years. Many new teachers

are asked to show lesson plans as part of the interview process. A series of smart, attractively presented lesson/project plans is an essential component of your job search portfolio and your readiness to teach when you get your ideal job.

WRITING

Well-written papers and lesson plans are required for this course. Check written work carefully before submitting it. Please make use of The Writing and Public Speaking Center at UM. A tutor will help you to improve written assignments and thus help you to develop the writing skills you need as a professional educator. <http://www.umt.edu/writingcenter/>

SPECIAL NEEDS

Students with special needs should contact me within the first two weeks of the course. Please communicate with me regarding learning styles/disabilities so we can create a learning plan together for your success in this course; I simply need to be informed. Here's the link to UM's Office of Disability Equity: <https://www.umt.edu/disability/>

WITHDRAWAL POLICY

Registration dates, withdrawal dates, etc.: <https://www.umt.edu/registrar/>

HEALTH AND SAFETY

The UM Art Department uses environmentally sound methods. Spray fixatives may not be used inside the studio facilities. They may be used outside or in an approved spray booth. Acrylic mediums are water-based and acceptable. All are available at our bookstore. You will be individually responsible for clean up at the end of each of your classroom working periods, both during and between classes. No creatures or children under the age of 18 will be allowed in studios during class time or open studio times. No food or open beverage containers are allowed in Art Department facilities when art making is in process. Students may take a snack break by stepping out of the studio if necessary.

BUILDING ACCESS

The use of studio space requires current enrollment in a specific studio course, as course fees are used for communal supplies. Hours are from 7 AM - 11 PM daily.

PEER RESOURCES

If you miss class, call or e-mail a classmate before contacting me to find out what you missed and what you might need to bring to the next class. (A teacher's saving grace is, "Ask three, ask me!") Enter the contact data of two peers into your phone now.

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016 PJWCoE